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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2009-2010**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: SHAPE & SPACE – POSITIONS. NUMBER – IDENTIFY, ORDER NUMBERS** | | | | | **Driving  Supporting X Discipline-Specific** | | | | |
| **Modality**  **Visual**  **Kinaesthetic**  Auditive | **Style**  Mastery  **Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative **X Summative** | | | |
| **Visual-Spatial**  Verbal-Linguistic  Kinaesthetic  **Logical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**   * Follows instructions that describe positions: forwards, backwards. * Identifies numbers up to 30. * Orders number up to 30. | | | | | | **Skills:** Comprehension, application | | | | | |
| **Materials:** | | | | | | **Grouping**  Individual  Pairs  Small group  **X Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **xAlternative**  Parallel  Stations |
| **Date:** Week 26 | | | **Time: 1 period/20 min per ind.** | | |
| **Description** | | | | | | | | | | | |
| **Half group will be working on positions while the other half group will be writing numbers. Both groups with a teacher.**  **POSITIONS**  **Materials**: a plastic bear, a piece of square paper with a number on a corner and a starting point in one of the squares from the borders, a counter and little foami fish for each child, cards with instructions.  **Prompt:**  Invent a short story to the children, *let´s pretend you have a polar bear on a piece of ice (square paper) looking for food to eat. They eat fish and there are lots of them hidden into the water under the ice they are standing on. In these magic cards there are the directions to get to the fish. You have to help your bear find the fish by following directions you will be given. Colour the path and draw the fish at the ending point.*  Each card has a number with specific directions and there are extra cards for the early finishers and with more challenging directions  Read the directions to each child and ask them to put the bear where they think the fish are. Also, explain to them that each square is a step to follow. When you check if the directions were followed, give the fish to that child (bear), and their score. An example is given to you:   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | **1**  **Card 1:**  Put your bear on the dot, move it 7 squares forward, then 4 squares backwards and then 3 steps forward. Get the fish! | | ☻http://www.am.dodea.edu/bragg/murray/Images/polar_bear_cartoon.jpg |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |   **IDENTIFY/ORDER NUMBERS**  **Materials:** Maths notebook, pencil.  **Prompt:**  Have the children trace a line in the middle of the page and explain to them you are going to dictate the numbers in disorder, they have to write them one below the other on the left column. Then, ask them to write the numbers in order as they know on the right column. Explain to them you are going to dictate some numbers greater than 30, but as an extra challenge and they are not required to do it! | | | | | | | | | | | |